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ABSTRACT

Information on minority participation in U.S. higher education is presented. Educational developments from 1970 through 1983 and projections through 1993 are covered, with attention to enrollments, remedial education, faculty, degrees, and majors, and trends for minorities. Also covered are: desegregation, historically black colleges, the shortage of minority teachers, and factors influencing access (dropout rates, testing, admission standards, and financial aid). Data include: trends in total enrollment by level of institution and race/ethnicity and citizenship status, fall 1976 to fall 1982; 1982 enrollments by sex for full-time and part-time students by control and type of institutions for Black, Non-Hispanics, American Indian/Alaskan Natives, Asian or Pacific Islanders, Hispanics, and White, Non-Hispanics; Black students enrolled in all institutions and in traditionally Black institutions by type and control of institution, fall 1976 and fall 1982; total and Black graduate and first professional enrollments by enrollment status; college headcount enrollment in the West by state, level, and racial/ethnic group; medical school enrollments, by race, ethnicity, and national origin; earned degrees conferred by level of degree and recipients' race/ethnicity; and race/ethnicity of faculty and administrators. (SW)

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ACE Annual Meeting
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FOURTH ANNUAL STATUS REPORT
1985

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The Office of Minority Concerns (OMC) of the American Council on Education is pleased to issue this Fourth Annual Status Report on Minorities in Higher Education.

We welcome your comments and suggestions as we seek to make this report increasingly responsive to your needs for data.

Reginald Wilson
Director

Sarah E. Meléndez
Associate Director

Following are the most important trends and issues emerging from the Fourth Annual Status Report on Minorities in Higher Education:

1. All minority groups, except Asians/Pacific Americans, continue to be underrepresented in enrollment in four-year institutions.
2. For all groups but Asians, women outnumber men in total enrollment in higher education.
3. Blacks are considerably less segregated in higher education than they were a decade ago, but Hispanics continue to be heavily concentrated in relatively few institutions.
4. Black enrollment in first-professional degree programs increased significantly while that in graduate education declined.
5. There were significant increases in first-professional degree attainment for all minority groups but all groups, except Asians/Pacific Americans, remain underrepresented in that category.
6. Low high school graduation rates continue to contribute to low higher education enrollment rates for minority groups.
7. The trend toward higher admissions requirements, combined with increasing reluctance to provide developmental/remedial education, is likely to reduce minority enrollments further.
8. Grant utilization by minority students decreased with no comparable increase in loan utilization. White students increased their utilization of both types of financial aid.
9. Significant numbers of black teachers, particularly in southern states, are leaving the classroom.
10. Increased use of state teacher certification tests is a trend with potential for further reducing the number of minority teachers.

The long-term growth in minority participation since 1970 should not lead to complacency. Many problems remain: for example, access, support services, financial aid, and testing. The majority of a segment of the population that now represents over 20 percent, and is expected to represent one-third by 2000, remains dangerously undereducated.

FOURTH ANNUAL STATUS REPORT

MINORITIES IN HIGHER EDUCATION

Introduction

This Fourth Annual Status Report on Minorities in Higher Education is an attempt to up-date the information on minority participation at all levels of higher education in the United States, in order to provide educators, policy makers, legislators, and funding sources with a brief compilation of data necessary for their decision making.

It is clear that minorities increased their proportional participation in higher education significantly between 1970 and 1983. It is equally apparent that access continues to be an issue. This is particularly true in light of the reduced availability of financial aid and the position of the current federal administration on affirmative action; goals and timetables for students, faculty, and staff; and the increased emphasis on quality—factors that translate into higher admission standards and merit-based financial aid.

The process of compilation, analysis, publication, and dissemination of new data is a slow one. As there is not a great deal of new information available since our last report, in addition to a presentation of data, this report includes a brief discussion of several specific issues of importance to minorities.

To that end, the first part of this report comprises data illustrating the changes in higher education from 1970 through 1983, with projections through 1993. The next section contains a description of the trends for minorities. Finally, a brief discussion follows on issues that continue to be of concern: desegregation, the outlook for historically black colleges, factors influencing access (dropout rates, testing, admission standards, and financial aid), and the shortage of minority teachers.

Retrospection and Projections

The current status of minorities in higher education is best understood within the context of the total higher education sector. A brief overview of the changes of the last 10 or 15 years in enrollments, composition of enrollments, degrees conferred, faculty and staff statistics and composition, as well as some projections for the future, will provide that context.

Enrollment

The National Center for Education Statistics (NCES), in its report *The Condition of Education: 1985,* offers data on the changes in higher education since 1970, as well as projections through 1993. The following is a summary of the data presented on pages 77–135 of that report on enrollments, remedial education, faculty participation, degrees, and major fields of study.

According to the NCES report, enrollments in higher education increased 30 percent between 1970 and 1975, from 8.6 million to 11.1 million; and 8 percent between 1975 and 1980, to 12.1 million. The rate of growth slowed even more between 1980 and 1983: 3 percent to 12.5 million. Projected to 1993 is a decrease of 6 percent, to 11.7 million.

A major change occurring between 1970 and 1983 was the shift from a majority of male enrollments to a majority of female. Male enrollments increased 19 percent between 1970 and 1983, from 5 million to 6 million. Female enrollments, however, increased 82 percent, from 3.5 million to 6.4 million. It is expected that these will decline 6 percent by 1993.

Full-time enrollment increased by 25 percent, while part-time enrollment rose by a startling 88 percent. Part-time enrollments are expected to continue growing to a total of 8 percent of 1993.

The rise in part-time enrollment is attributed to two groups: women students and students over 25 years of age. Enrollment of students under 25 grew by 20 percent between 1970 and 1983, while the number of enrolling students over 25 increased by 112 percent, from 2.4 million to 5.1 million. Enrollment of students under 25 is expected to decline 7 percent by 1993. Even in the older age group, the increase of female students outstripped that of males significantly. While the enrollment of men aged 25 to 34 grew 54 percent between 1970 and 1983, for women it more than tripled. Similarly, in the over 35-year-old group, enrollment of men rose by 48 percent; that of women more than doubled. Both groups are expected to continue increasing to 1993, 39 percent for men and 34 percent for women.

The greatest growth in enrollments during this period occurred in the two-year institutions, which experienced a 113 percent increase compared to 22 percent for four-year institutions. Enrollment in two-year institutions is expected to remain stable through 1993 and decline 10 percent for four-year institutions.

There was a significant difference in the rate of growth between public and private institutions. Enrollment in the former grew by 52 percent and the latter by 29 percent. Both private and public school enrollment is expected to recede by 1993.

The growth in enrollment by level was greatest at the first professional degree, which increased 59 percent, followed by undergraduate enrollments at 47 percent and graduate enrollments at 30 percent. Only undergraduate enrollment is expected to decline, 8 percent by 1993. Graduate and first-professional enrollments are both expected to increase, 6 percent and 4 percent, respectively.

Remedial Education

In the academic year 1983–84, 65 percent of institutions of higher education offered remedial mathematics instruction; 73 percent offered reading; and 71 percent offered writing. Of entering freshmen, 32 percent needed remediation in mathematics, 27 percent in reading, and 28 percent in writing.

Faculty

The growth in total enrollment at institutions of higher education was accompanied by similar growth in the number of faculty, 52 percent between 1970 and

1983. On the one hand, the growth in full-time faculty was less spectacular, only 23 percent. Part-time faculty, on the other hand, increased 139 percent.

Degrees

Bachelor's degrees awarded between 1970 and 1983 increased by 16 percent; this is expected to decline 9 percent by 1993. The number of master's degrees rose 28 percent and is projected to decline by 4 percent by 1993. Doctor's degrees remained stable between 1970 and 1983, increasing only 1.9 percent; a 3 percent rise is expected by 1993. First-professional degrees increased significantly between 1970 and 1983: 91 percent; a 6 percent decline is projected for this level.

Majors

Undergraduate majors also changed significantly between 1970 and 1983. In 1971, 28 percent of all bachelor's degrees were awarded in the arts and sciences and 22 percent in business and management, the health professions, public affairs and services, and computer and information services. By 1983, there had been a decline to 14 percent of the total degrees awarded in the former group and an increase to 43 percent of the total in the latter.

Bachelor's degrees in education dropped from 22 percent of the total in the school year 1971–72 to 11 percent of the total in 1981–82.

Trends for Minorities

The 1984 *Status Report on Minorities in Higher Education* highlighted the recent declines in total black enrollments and noted that all other minority groups experienced slight increases in number but decreases in proportion. It was also noted that, except for Asians and Pacific Americans, minority groups continue to be seriously underrepresented in the number of degrees conferred.

As was mentioned above, very few new data on any aspect of minority participation in higher education have been forthcoming since the *Third Annual Status Report*. In fact, a major problem for researchers, policy makers, and planners is the delay in availability of updated information. At a recent meeting, staffers at NCES stated that there would be no decrease in dissemination of the data but that there would very likely be longer periods between reports.

This section comprises a summary of new data and an evaluation of the consistency or inconsistency of the minority status vis-à-vis general trends in higher education.

Undergraduate Enrollments

The disparity between participation rates of white students and minorities that was noted in the first three status reports has continued. It extends beyond the traditional two-year, four-year academic institutions and

Table 1
Participants in Postsecondary Academic, Vocational, and Continuing Education, by Sex, Race, and Age Group: United States, October 1982

Sex, Race, and Age Group	Type of Postsecondary Education					
	Academic[1]		Vocational[2]		Continuing[3]	
	Number (in Thousands)	Percentage Distribution	Number (in Thousands)	Percentage Distribution	Number (in Thousands)	Percentage Distribution
Total	9,243	100.0	3,787	100.0	5,177	100.0
Male	4,629	**50.1**	1,712	**45.2**	1,808	**34.9**
Female	4,614	**49.9**	2,074	**54.8**	3,368	**65.1**
White	7,933	**85.8**	3,199	**84.5**	4,731	**91.4**
Black	918	**9.9**	449	**11.9**	255	**4.9**
Other races	392	**4.2**	138	**3.6**	190	**3.7**
16 to 24 years old	6,208	**67.2**	1,833	**48.4**	848	**16.4**
25 to 34 years old	2,145	**23.2**	1,078	**28.5**	1,667	**32.2**
35 to 44 years old	624	**6.8**	522	**13.8**	1,121	**21.7**
45 to 54 years old	198	**2.1**	240	**6.3**	717	**13.8**
55 to 64 years old	56	**.6**	95	**2.5**	514	**9.9**
65 years old and over	12	**.1**	19	**.5**	309	**6.0**

[1]Academic students pursued coursework, either full- or part-time, for the purpose of obtaining an undergraduate, graduate, or professional degree.

[2]Vocational students took coursework (either full- or part-time) in an occupational or technical field for the purpose of obtaining a vocational credential, such as a vocational certificate, occupational license, or other vocational diploma or degree.

[3]Continuing education students were postsecondary education participants not otherwise classified as academic or vocational students who were taking college credit courses but not seeking a degree or who were taking noncredit courses for job improvement, personal development or social/recreational purposes (excluding adult basic education courses to improve basic skills in reading, writing, or arithmetic).

NOTE: Data revised from those previously published. Details may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Special Report, *Participants in Postsecondary Education: October 1982*, 1984, based on data from Current Population Survey of the Bureau of the Census.

programs to all types of postsecondary education programs. While whites (80 percent of the total U.S. population) were overrepresented in all categories of postsecondary education—85.8 percent academic, 84.5 percent vocational, 91.4 percent continuing education programs—blacks were proportionately represented only in vocational programs (11.9 percent) and underrepresented in academic (9.9 percent) and continuing education (4.9 percent) programs. (Blacks made up 11.7 percent of the U.S. population in 1980.) All other races, also underrepresented, are grouped together: 4.2 percent in academic programs, 3.6 percent in vocational, and 3.7 percent in continuing education programs. All other races comprised 8.4 percent of the total U.S. population in 1980 (see Table 1). Minority enrollments increased 21 percent between 1976 and 1982, compared to 9.7 percent for whites (see Table 2).

Minority enrollments in the fall of 1982 represented 14 percent of enrollment at four-year institutions and 21 percent at two-year schools. These proportions have remained surprisingly stable since 1976: blacks sustained a net loss of almost 1 percent in two-year colleges and one-half of 1 percent in four-year institutions. It is only in two-year schools that black and Hispanic enrollments approximate their proportion of the total population. Asian and Pacific Americans are overrepresented in both types of institutions (Table 2).

Similar to white enrollments, minority enrollments registered a majority of women in 1982. With few exceptions, women outnumbered men at every level of study for all groups but Asian/Pacific Americans (see Table 3). The major exception was the specialized schools, where all minority groups but Asian/Pacific Americans enrolled more men than women. In the category of "new" institutions, defined by NCES as institutions having been admitted recently to the Higher Education General Information System (HEGIS) universe, men outnumbered women at every level (Table 3).

There were more women than men in part-time and full-time enrollment for all minority groups but Asian/Pacific Americans (see Tables 4 and 5).

Blacks and Hispanics have traditionally been concentrated in relatively few institutions. For blacks, this has changed considerably as a result of the court-ordered desegregation of public black institutions. Blacks were less concentrated in traditionally black institutions (TBIs) in 1982 than they were in 1976 (see Table 6). Except for four-year TBIs, all TBIs lost black enrollments during that period.

There is only one accredited mainland institution

Table 2
Trends in Total Enrollment in Institutions of Higher Education, by Level of Institution and Race/Ethnicity: Fall 1976 to Fall 1982

Race/Ethnicity and citizenship	Number Enrolled				% Enrolled			
	76	78	80	82	76	78	80	82
4-year institutions	7,090	7,187	7,548	7,629	100.0	100.0	100.0	100.0
White, non-Hispanic	5,984	6,013	6,259	6,289	84.4	83.7	82.9	82.4
Total Minority	930	973	1,048	1,070	13.1	13.5	13.9	14.0
Black, non-Hispanic	603	611	633	611	8.5	8.5	8.4	8.0
Hispanic	173	190	216	228	2.4	2.6	2.9	3.0
Asian or Pacific Islander	118	137	162	193	1.7	1.9	2.1	2.5
American Indian/Alaskan Native	35	35	37	38	.5	.5	.5	.5
Non-resident alien	176	200	241	269	2.5	2.8	3.2	3.5
2-year institutions	3,880	4,028	4,490	4,699	100.0	100.0	100.0	100.0
White, non-Hispanic	3,077	3,167	3,532	3,657	79.3	78.6	78.7	77.8
Total Minority	761	810	894	981	19.6	20.1	19.9	20.9
Black, non-Hispanic	429	443	468	483	11.1	11.0	10.4	10.3
Hispanic	210	227	255	291	5.4	5.6	5.7	6.2
Asian or Pacific Islander	79	97	124	158	2.0	2.4	2.8	3.4
American Indian/Alaskan Native	41	43	47	49	1.1	1.1	1.0	1.0
Non-resident alien	42	52	64	61	1.1	1.3	1.4	1.3
Total	10,970	11,215	12,038	12,328	100.0	100.0	100.0	100.0
White	9,061	9,180	9,791	9,946	82.6	81.9	81.3	80.7
Total Minority	1,691	1,783	1,942	2,051	15.4	15.9	16.1	16.6
Black	1,032	1,054	1,101	1,094	9.4	9.4	9.2	8.9
Hispanic	383	417	471	519	3.5	3.7	3.9	4.2
Asian-Pacific	197	234	286	351	1.8	2.1	2.4	2.8
Native American	76	78	84	87	.7	.7	.7	.7
Non-resident Alien	218	252	305	330	2.0	2.2	2.5	2.7

NOTE: Excludes enrollment in U.S. Service Schools. Numbers in thousands; percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, Office for Civil Rights, unpublished tabulations (December 1983); and National Center for Education Statistics, Opening Fall Enrollment, Fall 1982, unpublished tabulations (December 1983); OCR, unpublished tabulations, reported NCES, *Condition of Education*, p. 76.

Table 3
Enrollment in Institutions of Higher Education, by Sex and Attendance Status of Student, and Control and Type of Institution: 50 States and D.C., Fall 1982

All Race/Ethnicity

Control and Type	All Students			Men			Women		
(1)	Total (2)	Full Time (3)	Part Time (4)	Total (5)	Full Time (6)	Part Time (7)	Total (8)	Full Time (9)	Part Time
Total, all institutions	12,387,868	7,213,332	5,174,536	5,999,243	3,749,157	2,250,086	6,388,625	3,464,175	2,924,450
Doctoral-level	3,028,176	2,282,777	745,399	1,612,546	1,253,687	358,859	1,415,630	1,029,090	386,540
Comprehensive	2,832,950	1,830,939	1,002,011	1,356,408	906,259	450,149	1,476,542	924,680	551,862
General baccalaureate	1,181,015	839,067	341,948	535,963	394,121	141,842	645,052	444,946	200,106
Specialized	574,472	416,383	158,089	352,645	274,806	77,839	221,827	141,577	80,250
2-year	4,663,836	1,773,021	2,890,815	2,077,625	874,269	1,203,356	2,586,211	898,752	1,687,459
New	107,419	71,145	36,274	64,056	46,015	18,041	43,363	25,130	18,233

Black, Non-Hispanics Enrolled in Institutions of Higher Education, by Sex and Attendance Status of Student, and Control and Type of Institution: 50 States and D.C., Fall 1982

Black, Non-Hispanics

Control and Type	All Students			Men			Women		
(1)	Total (2)	Full Time (3)	Part Time (4)	Total (5)	Full Time (6)	Part Time (7)	Total (8)	Full Time (9)	Part Time
Total, all institutions	1,101,499	666,947	434,552	457,916	288,389	169,527	643,583	378,558	265,025
Doctoral-level	159,426	117,163	42,263	66,254	50,106	16,148	93,172	67,057	26,115
Comprehensive	268,632	180,725	87,907	109,960	76,472	33,488	158,672	104,253	54,419
General baccalaureate	139,958	109,965	29,993	58,896	47,229	11,667	81,062	62,736	18,326
Specialized	43,812	31,529	12,283	22,664	17,692	4,972	21,148	13,837	7,311
2-year	478,274	218,137	260,137	193,744	91,537	102,207	284,530	126,600	157,930
New	11,397	9,428	1,969	6,398	5,353	1,045	4,999	4,075	924

American Indian/Alaskan Natives Enrolled in Institutions of Higher Education, by Sex and Attendance Status of Student, and Control and Type of Institution: 50 States and D.C., Fall 1982

American Indian/Alaskan Natives

Control and Type	All Students			Men			Women		
(1)	Total (2)	Full Time (3)	Part Time (4)	Total (5)	Full Time (6)	Part Time (7)	Total (8)	Full Time (9)	Part Time
Total, all institutions	87,700	44,742	42,958	39,887	21,694	18,193	47,813	23,048	24,765
Doctoral-level	12,462	8,925	3,537	6,194	4,605	1,589	6,268	4,320	1,948
Comprehensive	17,628	11,012	6,616	8,128	5,286	2,842	9,500	5,726	3,774
General baccalaureate	6,165	4,312	1,853	2,522	1,809	713	3,643	2,503	1,140
Specialized	1,768	1,327	441	961	760	201	807	567	240
2-year	47,893	18,236	29,657	21,318	8,833	12,485	26,575	9,403	17,172
New	1,784	930	854	764	401	363	1,020	529	491

Table 3 (continued)

Asian or Pacific Islanders Enrolled in Institutions of Higher Education, by Sex and Attendance Status of Student, and Control and Type of Institution: 50 States and D.C., Fall 1982

Asian or Pacific Americans

Control and Type	All Students			Men			Women		
(1)	Total (2)	Full Time (3)	Part Time (4)	Total (5)	Full Time (6)	Part Time (7)	Total (8)	Full Time (9)	Part Time
Total, all institutions	351,001	195,832	155,169	188,981	108,305	80,676	162,020	87,527	74,493
Doctoral-level	91,336	73,927	17,409	50,213	40,533	9,680	41,123	33,394	7,729
Comprehensive	69,431	42,133	27,298	37,411	22,371	15,040	32,020	19,762	12,258
General baccalaureate	15,172	10,716	4,456	7,486	5,268	2,218	7,686	5,448	2,238
Specialized	15,417	10,973	4,444	9,631	6,925	2,706	5,786	4,048	1,738
2-year	158,188	57,098	101,090	83,183	32,473	50,710	75,005	24,625	50,380
New	1,457	985	472	1,057	735	322	400	250	150

Hispanics Enrolled in Institutions of Higher Education, by Sex and Attendance Status of Student, and Control and Type of Institution: 50 States and D.C., Fall 1982

Hispanics

Control and Type	All Students			Men			Women		
(1)	Total (2)	Full Time (3)	Part Time (4)	Total (5)	Full Time (6)	Part Time (7)	Total (8)	Full Time (9)	Part Time
Total, all institutions	519,250	266,736	252,514	251,771	133,308	118,463	267,479	133,428	134,051
Doctoral-Level	73,006	56,922	16,084	38,485	30,815	7,670	34,521	26,107	8,414
Comprehensive	110,953	68,828	42,125	52,215	32,757	19,458	58,738	36,071	22,667
General baccalaureate	25,029	16,643	8,386	11,579	7,640	3,939	13,450	9,003	4,447
Specialized	16,688	11,956	4,732	9,676	7,243	2,433	7,012	4,713	2,299
2-year	288,742	109,018	179,724	136,984	52,861	84,123	151,758	56,157	95,601
New	4,832	3,369	1,463	2,832	1,992	840	2,000	1,377	623

White, Non-Hispanics Enrolled in Institutions of Higher Education, by Sex and Attendance Status of Student, and Control and Type of Institution: 50 States and D.C., Fall 1982

White, Non-Hispanics

Control and Type	All Students			Men			Women		
(1)	Total (2)	Full Time (3)	Part Time (4)	Total (5)	Full Time (6)	Part Time (7)	Total (8)	Full Time (9)	Part Time
Total, all institutions	9,997,117	5,785,012	4,212,105	4,830,406	3,015,452	1,814,954	5,166,711	2,769,560	2,397,151
Doctoral-level	2,553,503	1,913,777	639,726	1,350,746	1,044,725	306,021	1,202,757	869,052	333,705
Comprehensive	2,285,552	1,466,256	819,296	1,091,637	724,652	366,985	1,193,915	741,604	452,311
General baccalaureate	967,488	673,700	293,788	438,076	316,650	121,426	529,412	357,050	172,362
Specialized	475,388	342,861	132,527	294,043	229,014	65,029	181,345	113,847	67,498
2-year	3,628,555	1,333,038	2,295,517	1,603,927	663,695	940,232	2,024,628	669,343	1,355,285
New	86,631	55,380	31,251	51,977	36,716	15,261	34,654	18,664	15,990

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Fall Enrollment in Colleges and Universities*, (Washington, D.C., 1982)

(Boricua College in New York City) with a specific mission to serve the educational needs of Hispanics, particularly mainland Puerto Ricans. For the most part, relatively few institutions and states have heavy Hispanic populations. Thirty-one percent of Hispanic enrollments in 1980 were concentrated in 55 institutions and 38 percent were enrolled in eight states. In fact, Texas enrolled 19 percent of all Hispanics (see Table 7).

It would appear that Hispanics are still inclined to stay close to home in choosing a school. Another possible explanation for such concentration might be that approximately 50 percent of Hispanics are enrolled in two-year institutions, traditionally commuter schools.

Graduate School Enrollments

As with undergraduate enrollments, the academic year 1976–77 represented a peak for minority graduate enrollment. According to the Office of Civil Rights, some of the losses in graduate school enrollments of blacks were offset by increases in professional school enrollments. In addition, they attribute part of the decline in graduate enrollment to the sharp drop in part-time study.

Table 8 shows a 5.3 percent graduate enrollment decline for blacks between 1976 and 1978, and a 9.5 percent decline in first-year graduate enrollment. This is only partially offset by a 2.2 percent increase in first-professional enrollment.

In 1980, the increase in black first-professional enrollment was a significant 12 percent, compared with a 3 percent decline in graduate enrollments. It appears that blacks are experiencing a trend similar to that of whites—a swing away from graduate study to professional studies. This is a disturbing shift, in view of the chronic underrepresentation of blacks on faculties and administra-

Table 4
Men Enrolled in Institutions of Higher Education, by Ethnicity of student and Control and Type of Institution: 50 States and D.C., Fall 1982

Control and Type (1)	Non-Resident Alien (2)	Black, Non-Hispanic (3)	American Indian/ Alaskan Native (4)	Asian or Pacific Islander (5)	Hispanic (6)	White, Non-Hispanic (7)
Total, all institutions	230,282	457,916	39,887	188,981	251,771	4,830,406
Doctoral-level	100,654	66,254	6,194	50,213	38,485	1,350,746
Comprehensive	57,057	109,960	8,128	37,411	52,215	1,091,537
General baccalaureate	17,404	58,896	2,522	7,486	11,579	438,076
Specialized	15,670	22,664	961	9,631	9,676	294,043
2-year	38,469	193,744	21,318	83,183	136,984	1,603,927
New	1,028	6,398	764	1,057	2,832	51,977

Men Enrolled Full Time in Institutions of Higher Education, by Ethnicity of Student and Control and Type of Institution: 50 States and D.C., Fall 1982

Control and Type (1)	Non-Resident Alien (2)	Black, Non-Hispanic (3)	American Indian/ Alaskan Native (4)	Asian or Pacific Islander (5)	Hispanic (6)	White, Non-Hispanic (7)
Total, all institutions	182,009	288,389	21,694	108,305	133,308	3,015,452
Doctoral-level	82,903	50,106	4,605	40,533	30,815	1,044,725
Comprehensive	44,721	76,472	5,286	22,371	32,757	724,652
General baccalaureate	15,525	47,229	1,809	5,268	7,640	316,650
Specialized	13,172	17,692	760	6,925	7,243	229,014
2-year	24,870	91,537	8,833	32,473	52,861	663,695
New	818	5,353	401	735	1,992	36,716

Men Enrolled Part Time in Institutions of Higher Education, by Ethnicity of Student and Control and Type of Institution: 50 States and D.C., Fall 1982

Control and Type (1)	Non-Resident Alien (2)	Black, Non-Hispanic (3)	American Indian/ Alaskan Native (4)	Asian or Pacific Islander (5)	Hispanic (6)	White, Non-Hispanic (7)
Total, all institutions	48,273	169,527	18,193	80,676	118,463	1,814,954
Doctoral-level	17,751	16,148	1,589	9,680	7,670	306,021
Comprehensive	12,336	33,488	2,842	15,040	19,458	366,985
General baccalaureate	1,879	11,667	713	2,218	3,939	121,426
Specialized	2,498	4,972	201	2,706	2,433	65,029
2-year	13,599	102,207	12,485	50,710	84,123	940,232
New	210	1,045	363	322	840	15,261

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Fall Enrollment in Colleges and Universities*, (Washington, D.C., 1982)

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tion in higher education. Furthermore, despite the increase in first-professional enrollment, blacks still represent a mere 5 percent of the total (Table 8).

Hispanics registered enrollment gains at all levels of graduate and professional study. However, even in the Southwest, where Hispanics are most highly concentrated, they continue to be seriously underrepresented. In Texas, where Hispanics represented 26 percent of the total population in 1980, they comprised 8.5 percent of graduate enrollments and 6.8 percent of first-professional enrollments. In California, with a 31 percent Hispanic population, graduate enrollments were 4.9 percent and first-professional enrollments were 6.1 percent (see Table 9).

Enrollment in medical and law schools also appears to have peaked in 1976 and continues to grow at a much slower rate. Hispanic enrollment in law schools increased by 261 students per year during the period 1969–70 to 1976–77. Between the 1976–77 and 1980–81 school years, the growth was 159 per year. For American Indians, the figures were 32 per year from 1970 to 1977 and 16 per year from 1977 to 1981. There are no statistics available for Asian enrollments prior to academic year 1976–77. Gains for Asians from 1977 to 1981 have been at a rate of 79 per year. Black enrollments rose at a healthy 482 per year from 1970 to 1977. However, between 1977 and 1981, there was a total increase of only 3 enrollments, a trend that, if left unchanged, can decimate the numbers of black attorneys (see Table 10).

Black enrollments in medical schools peaked at 6.3 percent of the total in academic year 1974–75 (see Table 11) and have declined slightly to 5.9 percent in that of 1984–85 (see Table 12). American Indian

Table 5
Women Enrolled in Institutions of Higher Education, by Ethnicity of student and Control and Type of Institution: 50 States and D.C., Fall 1982

Control and Type (1)	Non-Resident Alien (2)	Black, Non-Hispanic (3)	American Indian/ Alaskan Native (4)	Asian or Pacific Islander (5)	Hispanic (6)	White, Non-Hispanic (7)
Total, all institutions	101,019	643,583	47,813	162,020	267,479	5,166,711
Doctoral-level	37,789	93,172	6,268	41,123	34,521	1,202,757
Comprehensive	23,697	158,672	9,500	32,020	58,738	1,193,915
General baccalaureate	9,799	81,062	3,643	7,686	13,450	529,412
Specialized	5,729	21,148	807	5,786	7,012	181,345
2-year	23,715	284,530	26,575	75,005	151,758	2,024,628
New	290	4,999	1,020	400	2,000	34,654

Women Enrolled Full Time in Institutions of Higher Education, by Ethnicity of Student and Control and Type of Institution: 50 States and D.C., Fall 1982

Control and Type (1)	Non-Resident Alien (2)	Black, Non-Hispanic (3)	American Indian/ Alaskan Native (4)	Asian or Pacific Islander (5)	Hispanic (6)	White, Non-Hispanic (7)
Total, all institutions	72,054	378,558	23,048	87,527	133,428	2,769,560
Doctoral-level	29,160	67,057	4,320	33,394	26,107	869,052
Comprehensive	17,264	104,253	5,726	19,762	36,071	741,604
General baccalaureate	8,206	62,736	2,503	5,448	9,003	357,050
Specialized	4,565	13,837	567	4,048	4,713	113,847
2-year	12,624	126,600	9,403	24,625	56,157	669,343
New	235	4,075	529	250	1,377	18,664

Women Enrolled Part Time in Institutions of Higher Education, by Ethnicity of Student and Control and Type of Institution: 50 States and D.C., Fall 1982

Control and Type (1)	Non-Resident Alien (2)	Black, Non-Hispanic (3)	American Indian/ Alaskan Native (4)	Asian or Pacific Islander (5)	Hispanic (6)	White, Non-Hispanic (7)
Total, all institutions	28,965	265,025	24,765	74,493	134,051	2,397,151
Doctoral-level	8,629	26,115	1,948	7,729	8,414	333,705
Comprehensive	6,433	54,419	3,774	12,258	22,667	452,311
General baccalaureate	1,593	18,326	1,140	2,238	4,447	172,362
Specialized	1,164	7,311	240	1,738	2,299	67,498
2-year	11,091	157,930	17,172	50,380	95,601	1,355,285
New	55	924	491	150	623	15,990

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Fall Enrollment in Colleges and Universities*, (Washington, D.C., 1982)

Table 6
Black Students Enrolled in All Institutions of Higher Education and in Traditionally Black Institutions, by Type and Control of Institution: United States, Fall 1976 and Fall 1982

Type and Control of Institution	All Institutions[1]		Traditionally Black Institutions (TBI)[2]		TBI Share of Black Enrollment	
	1976	1982	1976	1982	1976	1982
All Institutions	1,033,000	1,101,500	185,800	177,000	**18.0**	**16.1**
4-year institutions	604,000	612,300	177,500	169,100	29.4	27.6
Universities	149,000	144,300	12,200	13,200	8.2	9.2
Other 4-year institutions	455,000	468,000	165,300	155,900	36.3	33.3
2-year institutions	429,000	489,200	8,300	7,900	1.9	1.6
Publicly controlled institutions	831,000	873,100	136,400	121,300	16.4	13.9
4-year institutions	422,000	420,700	130,300	114,800	**30.9**	**27.3**
Universities	104,000	99,700	4,900	4,000	4.8	4.1
Other 4-year institutions	318,000	321,000	125,400	110,800	39.4	34.5
2-year institutions	409,000	452,400	6,000	6,500	**1.5**	**1.4**
Privately controlled institutions	202,000	228,400	49,400	55,700	24.5	24.4
4-year institutions	182,000	191,600	47,100	54,300	**25.9**	**28.4**
Universities	45,000	44,600	7,200	9,200	16.1	20.7
Other 4-year institutions	137,000	147,000	39,900	45,100	29.1	30.7
2-year institutions	20,000	36,800	2,300	1,400	**11.6**	**3.8**

[1]Data for 1976 are approximations only; data for both years exclude a small number of students not reported by race.

[2]Although the number of black students in traditionally black institutions declined from 1976 to 1982, the total enrollment in these institutions remained about the same because of an increase in the number of students of other races.

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Fall Enrollment in Higher Education, 1976*, 1978; and unpublished tabulations (January 1985).

Table 7
Summary Data on U.S. Institutions With Significant Hispanic Enrollments

No. of IHEs on Mainland	Percent Hispanic Enrollment	Total Number Hispanics	Cumulative Percent of National Hispanic Enrollment	Percent Continental Hispanic Enrollment
17	50% plus	42,709	7%	9%
7	40–50%	34,924	12%	16%
14	30–40%	18,741	16%	20%
17	20–30%	37,624	22%	28%
IHEs in Puerto Rico				
34	90–100%	130,352	22%	

State Distribution	Percent Hispanic Enrollment			Number IHEs
	50%	40%	30%	
Texas	9	5	5	19
New York	2		4	6
California	2	1	1	4
New Mexico	2		2	4
Illinois	1			1
Florida	1	1		2
New Jersey			1	1
Arizona			1	1
Total of IHEs	17	7	14	38

SOURCE: Hispanic Higher Education Coalition, unpublished data, 1980.

enrollments in medical school have remained fairly stable, increased to 0.4 percent of the total during 1984–85, from 0.3 percent in 1974–75. Asians have increased from 1.8 percent to 5.6 percent. Hispanic medical school enrollments have increased from 1.3 percent of the total in academic year 1974–75 to 3.9 percent in that of 1979–80 (Table 11). However, Table 12 reveals that, if mainland Puerto Rican enrollments are excluded, Hispanic enrollments would reflect a significantly lower figure. Puerto Rican enrollments on the mainland account for only 0.6 percent of the total, while Commonwealth enrollments represent 1.4 percent. The aggregate figure for Puerto Ricans is 2.1 percent. Exclusion of Island Puerto Ricans would probably reduce the figure by 1 percent (Table 11).

Retention.

Retention and graduation of minority students continue to be major concerns for minority groups. Researchers have found that minority dropout rates are similar to white rates after controlling for socioeconomic factors.[1] Graduation rates have decreased from approximately 65 percent in the earliest studies in the 1930s, to the 45–60 percent range reported by NCES in 1978.[2] However, for minority groups (except Asians), 45 to 60 percent of a cohort that is substantially smaller than the total of white cohorts translates into continued underrepresentation in degree rates.

Compounding the problem is the fact that black and Hispanic high school graduates attend college in lower numbers than whites: whites, 32 percent; blacks, 27.8 percent; and Hispanics, 29.9 percent.[3] Blacks and

Table 8
Total and Black Graduate and First Professional Enrollment by Enrollment Status: Fall 1976 — 78 — 80

Year and Enrollment Status	Total		Black		Percent Black of Total
	Number	Percent Change	Number	Percent Change	
	1	2	3	4	5 (3÷1)
Fall 1976		(From 1974)		(From 1974)	
Graduate	1,086,334	1.7	65,371	0.5	6.0
Full-Time	431,180	8.2	22,084	*	5.1
Part-Time	655,154	−2.2	43,287	0.8	6.6
First Year	649,865	n/a	41,498	n/a	6.4
First-Professional	245,742	8.5	11,181	−5.4	4.5
Full-Time	221,405	16.0	10,029	7.4	4.5
Part-Time	24,337	−31.6	1,152	−53.6	4.7
Fall 1978		(From 1976)		(From 1976)	
Graduate	1,076,980	−0.9	61,923	−5.3	5.7
Full-Time	426,492	−1.1	20,989	−5.0	4.9
Part-Time	650,488	−0.7	40,934	−5.4	6.3
First Year	617,653	−5.0	37,549	−9.5	6.1
First-Professional	256,591	4.4	11,424	2.2	4.5
Full-Time	232,667	5.1	10,260	2.3	4.4
Part-Time	23,924	−1.7	1,164	1.0	4.9
Fall 1980		(From 1978)		(From 1978)	
Graduate	1,100,621	2.2	60,059	−3.0	5.5
Full-Time	444,195	4.2	22,143	5.5	5.0
Part-Time	656,426	0.9	37,916	−7.4	5.8
First Year[1]	425,607	n/a	23,339	n/a	5.5
First-Professional	278,443	8.5	12,802	12.1	4.6
Full-Time	251,893	8.3	11,488	12.0	4.6
Part-Time	26,550	11.0	1,314	12.9	4.9

SOURCE: Committee staff analysis, ED/OCR, unpublished data, Fall 1980, and *Racial and Ethnic Enrollment Data from Institutions of Higher Education, Fall, 1974*; ED/NACBHEBCU, *A Losing Battle: The Decline in Black Participation in Graduate and Professional Education*, Table 1.

NOTE: Does not include unclassified students.

[1]Beginning in Fall 1980, the HEGIS survey form was changed by OCR/NCES to register *first-time* graduate students, rather than *first-year* graduate students. Thus, trends analysis is no longer possible.

*less than .01

Hispanics also have lower high school graduation rates. Of the 18- to 19-year-old group, only 51.8 percent of blacks and 40.3 percent of Hispanics had completed high school in 1982, compared to 63.5 percent of whites (see Table 13). Since a relatively low percentage of blacks and Hispanics enroll in college upon graduation,[4] it is obvious that they will continue to be seriously underrepresented in postsecondary schools.

Socioeconomic factors do influence both the composition and graduation rate of minority college students. Since blacks and Hispanics in general continue to have less income, higher unemployment, and many of the problems associated with poverty, disproportionate numbers of college students from these groups are from lower socioeconomic strata. College graduation rates for blacks and Hispanics from such backgrounds are not as high as those for whites.[5]

Graduation rates improved for all groups by age 20 to 24. However, whereas the gap between blacks and whites narrowed from 11.7 percent for 18- and 19-year-olds to 7.4 percent for 20- to 24-year-olds, the gap between Hispanics and whites widened from 23.2 percent to 25.1 percent (Table 13).

Clearly, efforts to increase participation of minorities in higher education must include improvement of high school graduation rates and college enrollment rates. However, it is also imperative that retention and graduation rates in higher education be enhanced.

Degrees Conferred

The 16 percent increase in the total number of bachelor's degrees conferred between academic years 1970–71 and 1981–82 masks the fluctuations that occurred in the intervening years. The rise between 1975–76 and 1980–81, in fact, was only 3 percent. Furthermore, that increase is totally attributable to the growth in minority groups, as whites actually sustained a slight decrease. For all minorities, the increase in bachelor's degrees between school years 1975–76 and 1980–81 was 13.9 percent: 2 percent for blacks, 20 percent for Hispanics, 67 percent for Asian/Pacific Americans; there was no statistically significant gain for American Indians (see Table 14).

At the master's degree level, there was a total decline of 5 percent and an 8 percent decline for whites. While the total minority share of master's degrees rose, blacks

Table 9
Higher Education Headcount Enrollment in the West by State, Institutional Level and Racial/Ethnic Group: Fall 1980

State	American Indian #	%	Black #	%	Asian #	%	Hispanic #	%	Total Minority #	%	White #	%	Total #
Arizona													
Graduate	141	(9)	175	(1.1)	149	(1.0)	521	(3.3)	986	(6.3)	14,696	(93.7)	15,682
First Professional	13	(1.0)	8	(.6)	13	(1.0)	66	(4.8)	100	(7.3)	1,264	(92.7)	1,364
California													
Graduate	688	(6)	4,969	(4.7)	6,949	(6.5)	5,204	(4.9)	17,810	(16.7)	88,532	(83.3)	106,342
First Professional	117	(.4)	1,355	(4.3)	2,310	(7.3)	1,913	(6.1)	5,695	(18.0)	25,863	(82.0)	31,558
Colorado													
Graduate	42	(.4)	170	(1.4)	154	(1.3)	327	(2.8)	693	(5.8)	11,196	(94.2)	11,889
First Professional	19	(.6)	50	(1.6)	42	(1.3)	112	(3.6)	223	(7.1)	2,908	(92.9)	3,131
Nevada													
Graduate	7	(.5)	39	(2.6)	25	(1.7)	21	(1.4)	92	(6.2)	1,399	(93.8)	1,491
First Professional	0		0		9	(5.2)	2	(1.1)	11	(6.3)	163	(93.7)	174
New Mexico													
Graduate	84	(1.5)	71	(1.2)	49	(.9)	970	(17.0)	1,174	(20.5)	4,544	(79.5)	5,718
First Professional	30	(4.7)	8	(1.2)	12	(1.9)	131	(20.4)	181	(28.1)	462	(71.9)	643
Texas													
Graduate	344	(0.5)	4,131	(5.7)	1,216	(1.7)	6,154	(8.5)	11,845	(16.4)	60,585	(83.6)	72,430
First Professional	44	(0.3)	592	(4.4)	175	(1.3)	918	(6.8)	1,729	(12.7)	11,860	(87.3)	13,589
Utah													
Graduate	72	(1.1)	58	(.9)	107	(1.6)	90	(1.3)	327	(4.9)	6,346	(95.1)	6,673
First Professional	9	(.5)	8	(.5)	32	(1.9)	33	(2.0)	82	(4.9)	1,599	(95.1)	1,681
Total U.S.													
Graduate	4,374	(.4)	59,908	(5.9)	23,468	(2.3)	24,240	(2.4)	111,990	(11.1)	896,070	(88.9)	1,008,060
First Professional	1,188	(.4)	12,802	(4.7)	6,106	(2.2)	6,525	(2.4)	26,621	(9.7)	246,890	(90.3)	273,511

SOURCE: U.S. Department of Education, National Center for Education Statistics, Survey of Fall Enrollment and Compliance Report of Institutions of Higher Education and Coordinating Board, Texas College and University System, *Statistical Supplement*, 1981.

Table 10
Minority Enrollment in A.B.A.-Approved Law Schools

	1969–70	1976–77	1980–81
Black Americans	2,128	5,503	5,506
Hispanic Americans	548	2,375	3,012
Native Americans	72	301	415
Asian Americans	N/A	1,324	1,641
Total	2,933	9,524	10,574

SOURCE: Law School Admission Council, *The Challenge of Minority Enrollment*, (Washington, D.C.: December, 1982), Table 2.

registered a staggering 18 percent downturn. Hispanics, Asian/Pacific Americans, and American Indians all registered notable increases: 22 percent, 57 percent, and 32 percent, respectively (Table 14).

The pattern for doctor's degrees did change somewhat—in total increases as well as those for every segment of the population. Total growth was 4 percent; for whites, 6 percent; minorities, 19 percent; Asian/Pacific Americans, 50 percent, and American Indians, 40 percent. Again, at this level, blacks registered the lowest percentage increase (Table 14). An interesting set of statistics is revealed by Table 15, which illustrates the doctorates received in 1983 as a proportion of the bachelor's degrees received in 1976. In this case, blacks again lag behind other minority groups at 1.7 percent. Hispanic and American Indian shares are similar to whites, 2.3 percent each compared to 2.7 for whites. Asians once more outstrip all groups, with 9.2 percent of the total.

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Table 11
Medical School Enrollment by Race, Ethnicity, and National Origin, 1970 to 1980, as Percentages of Total Enrollment

Racial/Ethnic Group	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Black American	3.8	4.7	5.4	6.0	6.3	6.2	6.1	6.0	5.7	5.7
American Indian	.04	.1	.2	.2	.3	.3	.3	.3	.3	.3
Hispanic*	.5	.8	1.0	1.3	2.3	2.6	2.8	3.4	3.6	3.9
Asian American	1.4	1.5	1.5	1.7	1.8	1.8	2.0	2.4	2.6	2.8

*For 1970-74, Hispanic includes *only* Puerto Rican-Mainland and Mexican Americans. For 1974-75, Hispanic includes these two as well as Puerto Ricans enrolled at the University of Puerto Rico. For 1975-76 and 1976-77, Hispanic includes these three groups and students classified as Cubans. Beginning in 1977-78, Hispanic was defined to include any person of Spanish culture or origin.

SOURCES: Association of American Medical Colleges, AAMC Fall Enrollment Surveys, Preliminary data, 1980; Institute for the Study of Educational Policy, Howard University, *Equal Educational Opportunity Scoreboard*, Table 1-14, p. 22, August 1981.

Table 12
U.S. Medical School Enrollment for 1984-1985

Racial/Ethnic Category	New Entrants				First-Year Enrollments†				Total Enrollments			
U.S. Citizens (and Permanent Residents):	Men	Women	Total	Percent of Total	Men	Women	Total	Percent of Total	Men	Women	Total	Percent of Total
White	9,029	4,265	13,294	81.1	9,219	4,387	13,606	80.0	38,297	16,935	55,232	82.4
Underrepresented Minorities												
Black	494	477	971	5.9	585	563	1,148	6.8	2,142	1,802	3,944	5.9
American Indian or Alaskan Native	44	23	67	.4	50	27	77	.5	165	92	257	.4
Mexican American/Chicano	211	79	290	1.8	236	93	329	1.9	767	359	1,126	1.7
Puerto Rican (Mainland)	67	45	112	.7	70	48	118	.7	226	154	380	.6
(Subtotal)	(816)	(624)	(1,440)	(8.8)	(941)	(731)	(1,672)	(9.8)	(3,300)	(2,407)	(5,707)	(8.5)
Other U.S. Students:												
Asian or Pacific Islander	705	386	1,091	6.7	727	397	1,124	6.6	2,481	1,282	3,763	5.6
Puerto Rican (Commonwealth)	150	79	229	1.4	155	81	236	1.4	625	292	917	1.4
Other Hispanic	147	82	229	1.4	158	85	243	1.4	696	291	987	1.5
(Subtotal)	(1,002)	(547)	(1,549)	(9.4)	(1,040)	(563)	(1,603)	(9.4)	(3,802)	(1,865)	(5,667)	(8.5)
Foreign Students:												
Black	20	11	31	.2	23	13	36	.2	63	35	98	.1
Other	55	21	76	.5	55	20	75	.4	218	64	282	.4
(Subtotal)	(75)	(32)	(107)	(.7)	(78)	(33)	(111)	(.7)	(281)	(99)	(380)	(.6)
All Students:	10,926	5,469	16,395*	100.0	11,282	5,715	16,997*	100.0	45,700	21,316	67,016‡	100.0
Column % by gender:	66.6	33.4	100.0		66.4	33.6	100.0		68.2	31.8	100.0	

†First-year enrollment includes new entrants and those repeating the initial year.
*New Entrants and First-Year Totals includes 5 students from whom racial/ethnic information was not available.
‡Total Enrollment includes 30 students from whom racial/ethnic information was not available.

SOURCE: Association of American Medical Colleges, 1984-85 Fall Enrollment Survey. Reflects enrollment at 127 schools.

There were also significant increases at the first-professional degree level: total, 15 percent; whites, 14 percent; minorities, 24 percent: blacks, 8 percent; Hispanics, 42 percent; Asian/Pacific Americans, 33 percent; and American Indians, 1 percent (Table 14).

In an analysis of this growth pattern, it is important to bear in mind several factors. Despite impressive gains by Hispanics in degree attainment during the latter half of the seventies, they are still seriously underrepresented at all degree levels. In 1980, Hispanics represented 6 percent of the total U.S. population but only 2.3 percent of bachelor's degrees earned, 2.2 percent of master's degrees, 1.4 percent of doctor's degrees, and 2.2 percent of first-professional degrees (Table 14).

Furthermore, this rise will very likely not be sustained—the percentage of Hispanic high school graduates who enroll in college has dropped from 35.4 percent in 1975 to 29 percent in 1980.[6] In addition, Hispanic high school completion peaked in 1979 and has been declining since. Forty-seven percent of Hispanic 18- and 19-year-olds and 61.6 percent of 20-

to 24-year-olds had completed four years of high school in 1979, but only 40.3 percent and 59.6 percent, respectively, had done so in 1982 (Table 12).

Remedial Education

There are no data available on the participation of minority students in remedial programs in higher education. Educators know intuitively and anecdotally that minority students, given their traditionally inadequate college preparatory education, very often need remediation if they are to succeed to graduation.

Part of the new fascination with "quality" and "standards" involves a repudiation of remedial education. The *Chronicle of Higher Education*, in a front-page article on September 11, 1985 ("States Questioning Role of Colleges in Remedial Study"), reported on a meeting of state legislators where the topic was discussed. According to the article, "Many legislators . . . expressed disdain for remedial programs at the college level, calling them wasteful and ineffective."

The good news about the meeting is that "many believe college and university leaders must become more involved in insuring that high school graduates are better prepared for postsecondary education."

Faculty and Administration

The latest available data on faculty (1981) reveal that minority groups have not made much progress in achieving proportional representation. From Table 15, one can see that, on the one hand, whites continue to be overrepresented on faculties, at approximately 90 percent. Blacks, on the other hand, declined from 4.3 percent of the total in 1979 to 4.2 percent in 1981. The changes for other minorities were as follows: Hispanics, from 1.5 percent to 1.6 percent; Asian/Pacific Americans, 2.9 percent to 3.1 percent, and American Indians, 0.2 percent to 0.3 percent.

In the executive, administrative, and managerial ranks, the situation is similar. Blacks comprised 7.4 percent of this group in 1979 and 6.8 percent in 1981; Hispanics, 1.4 percent to 1.7 percent; Asian/Pacific Americans, 0.9 percent to 1.0 percent; and American Indians, 0.3 percent to 0.4 percent (see Table 16).

Table 13
Population 18 and 19 Years Old and 20 to 24 Years Old, and Percent Who Have Completed 4 Years of High School, by Race/Ethnicity: United States, March 1974 to March 1982

Age and Race/Ethnicity	(Numbers in Thousands)								
	1974	1975	1976	1977	1978	1979	1980	1981	1982
Total:									
Total, 18 and 19 years old	7,772	7,956	8,125	8,174	8,150	8,201	8,428	8,229	8,104
Number completing high school	4,990	4,992	5,181	5,072	5,019	5,112	5,116	5,077	5,005
Percent completing high school	64.2	62.7	63.8	62.1	61.6	62.3	60.7	61.7	61.8
Total, 20 to 24 years old	17,841	18,360	18,811	19,230	19,561	19,849	20,690	20,985	21,078
Number completing high school	14,932	15,468	15,825	16,122	16,121	16,754	17,333	17,475	17,667
Percent completing high school	83.7	84.2	84.1	83.8	82.4	84.4	83.8	83.3	83.8
White:									
Total, 18 and 19 years old	6,676	6,826	6,940	6,977	6,934	6,976	7,097	6,889	6,756
Number completing high school	4,433	4,446	4,588	4,517	4,444	4,466	4,481	4,395	4,288
Percent completing high school	66.4	65.1	66.1	64.7	64.1	64.0	63.1	63.8	63.5
Total, 20 to 24 years old	15,439	15,883	16,217	16,544	16,790	17,008	17,620	17,723	17,817
Number completing high school	13,169	13,660	13,896	14,082	14,318	14,572	14,988	14,946	15,098
Percent completing high school	**85.3**	**86.0**	**85.7**	**85.1**	**85.3**	**85.7**	**85.1**	**84.3**	**84.7**
Black:									
Total, 18 and 19 years old	994	1,003	1,064	1,057	1,059	1,073	1,137	1,129	1,137
Number completing high school	491	476	515	463	482	497	525	560	589
Percent completing high school	49.4	47.5	48.4	43.8	45.5	46.3	46.2	49.6	51.8
Total, 20 to 24 years old	2,094	2,162	2,229	2,322	2,395	2,427	2,574	2,653	2,725
Number completing high school	1,505	1,550	1,616	1,749	1,758	1,820	1,929	2,025	2,106
Percent completing high school	**71.9**	**71.7**	**72.5**	**75.3**	**73.4**	**75.0**	**74.9**	**76.3**	**77.3**
Hispanic:*									
Total, 18 and 19 years old	436	484	445	497	494	515	605	581	603
Number completing high school	182	188	196	206	212	242	280	236	243
Percent completing high school	41.7	38.8	44.0	41.4	42.9	47.0	46.3	40.6	40.3
Total, 20 to 24 years old	934	992	992	1,085	1,185	1,184	1,349	1,434	1,401
Number completing high school	527	590	586	666	728	729	819	799	835
Percent completing high school	**56.4**	**59.5**	**59.1**	**61.4**	**61.4**	**61.6**	**60.7**	**55.7**	**59.6**

*May be of any race.

NOTE: Tabulation includes persons still in school.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, *Educational Attainment in the United States*, Series P-20, various years, and unpublished data from the march 1982 Current Population Survey.

Table 14
Earned Degrees Conferred* by Institutions of Higher Education, by Level of Degree and by Race/Ethnicity of Recipient: United States, 1975-76 and 1980-81

Level and Race/Ethnicity	1975-76	1980-81	1975-76	1980-81	Percentage Change
	Number		Percentage Distribution		
Bachelor's	918,388	931,583	100.0	100.0	1.4
White, non-Hispanic	811,599	804,469	88.4	86.4	0.8
Total minority	91,777	104,541	**10.0**	**11.2**	13.9
Black, non-Hispanic	59,122	60,533	**6.4**	**6.5**	2.3
Hispanic	17,964	21,731	**2.0**	**2.3**	20.4
Asian or Pacific Islander	11,193	18,693	**1.2**	**2.0**	67.0
American Indian/Alaskan Native	3,498	3,584	**.4**	**.4**	0.0
Master's	309,263	294,182	100.0	100.0	-5.0
White, non-Hispanic	262,771	241,215	85.0	82.0	-8.0
Total minority	30,418	30,910	**9.8**	**10.5**	1.6
Black, non-Hispanic	20,345	17,133	**6.6**	**5.8**	-18.0
Hispanic	5,299	6,461	**1.7**	**2.2**	22.0
Asian or Pacific Islander	3,991	6,282	**1.3**	**2.1**	57.0
American Indian/Alaskan Native	783	1,034	**.3**	**.4**	32.0
Doctor's	33,787	32,839	100.0	100.0	4.0
White, non-Hispanic	27,434	25,908	81.2	78.9	6.0
Total minority	2,285	2,728	**6.8**	**8.3**	19.0
Black, non-Hispanic	1,213	1,265	**3.6**	**3.9**	4.0
Hispanic	396	456	**1.2**	**1.4**	15.0
Asian or Pacific Islander	583	877	**1.7**	**2.7**	50.0
American Indian/Alaskan Native	93	130	**.3**	**.4**	40.0
First-professional	62,085	71,273	100.0	100.0	15.0
White, non-Hispanic	56,332	64,490	90.7	90.5	14.0
Total minority	4,924	6,114	**7.9**	**8.6**	24.0
Black, non-Hispanic	2,694	2,929	**4.3**	**4.1**	8.0
Hispanic	1,079	1,540	**1.7**	**2.2**	42.0
Asian or Pacific Islander	962	1,454	**1.5**	**2.0**	33.0
American Indian/Alaskan Native	189	191	**.3**	**.3**	1.0

*Excludes degrees conferred by U.S. Service Schools, included in tabulations presented elsewhere in this publication.

SOURCE: U.S. Department of Education, Office for Civil Rights, *Data on Earned Degrees Conferred from institutions of Higher Education, by Race, Ethnicity, and Sex*, 1975-76 and 1980-81.

Table 15
Participation in Faculty by Race and Ethnicity
1979

	Total	White	Black	Hispanic	Asian Pac. Is.	Amer. Ind. Alaska
Number	451,348	410,933	19,494	6,779	13,086	1,056
Percent	100	91.0	4.3	1.5	2.9	0.2
1981						
Number	467,304	424,071	19,670	7,247	14,381	1,431
Percent	100	90.7	4.2	1.6	3.1	0.3

SOURCE: U.S. Equal Employment Opportunity Commission: EEOC, Higher Education Staff Information, 1981

Table 16
Participation in Administration by Race and Ethnicity
1979

Exec./Adm./ Mgr.	Total	White	Black	Hispanic	Asian Pac. Is.	Amer. Ind. Alaska
Number	107,448	96,668	7,969	1,522	959	330
Percent	100	90.0	7.4	1.4	0.9	0.3
1981						
Number	116,557	104,849	8,021	1,973	1,207	510
Percent	100	89.9	6.8	1.7	1.0	0.4

SOURCE: U.S. Equal Employment Opportunity Commission: EEOC, Higher Education Staff Information, 1981

Issues of Continuing Concern

Desegregation

The Adams case mandate continues to control the destiny of desegregation in higher education in many ways that are similar to those by which the *Brown v. Board of Education* decision influenced public school desegregation. The Adams case is only 12 years old compared to 31 for Brown, and trends and changes in higher education demography are therefore in the early stages of research. Three decades of research on public school desegregation have documented substantial positive effects of desegregation, when implemented appropriately, for both black and white students. Social relations and cross-cultural attitudes of desegregated students are better than those of their segregated peers. Moreover, in later life, according to one study of black students who graduated from desegregated schools, 61 percent achieved private-sector professional and white-collar positions, compared with 42 percent of their segregated peer group.[7] Because of changes in the social and political climate, support for desegregation has declined in all population sectors. As a result, blacks in major urban areas are now more segregated than before the Brown decision and Hispanics are "the nation's most segregated school children."[8]

Desegregation in higher education began in a climate of diminishing societal support, fierce state resistance, fear for the survival of historically black institutions, and declining state revenues. Consequently, research on desegregation at this level has produced mixed results. Few observers, for example, agree on even the definition of what constitutes a desegregated institution.

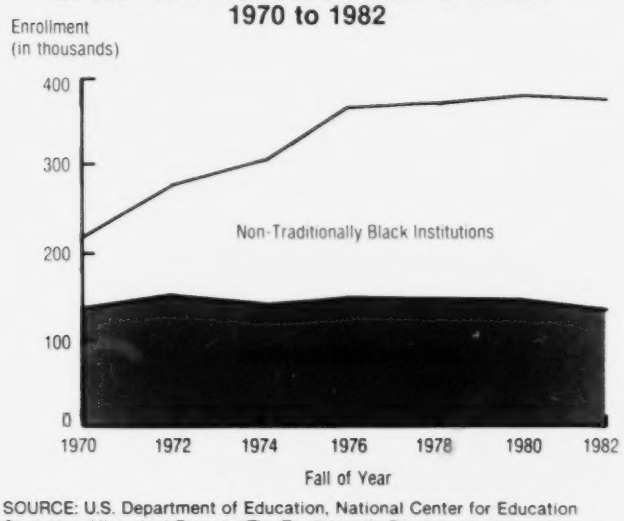
Black institutions have always had a few white students enrolled. As recently as 1952, however, there were no black students attending any traditionally white public institutions in any of the Adams states (those 17 states covered by the court order). By 1978, 68 percent of black students in the South attended predominantly white institutions (5.5 percent of the total), and 9 percent of the enrollment in black colleges was made up of white students.[9]

Faculty and administrative composition presents a different pattern. Black institutions, always measurably integrated, in 1984 had an average of 38.7 percent white faculties and 16.2 percent white administrators. White institutions had 2.2 percent black faculties and 2.5 percent black administrators. Yet many higher education officials and, indeed, many desegregation researchers consider the black institutions to be "too black," while the white institutions are perceived as "integrated."[10]

Most research on desegregation in higher education has concentrated on documenting the numbers relative to black and white student enrollments and faculty and administrator hirings. Studies of enrollment patterns show the enrollment of black students in predominantly white universities increasing since the Adams decision (see Chart 1).

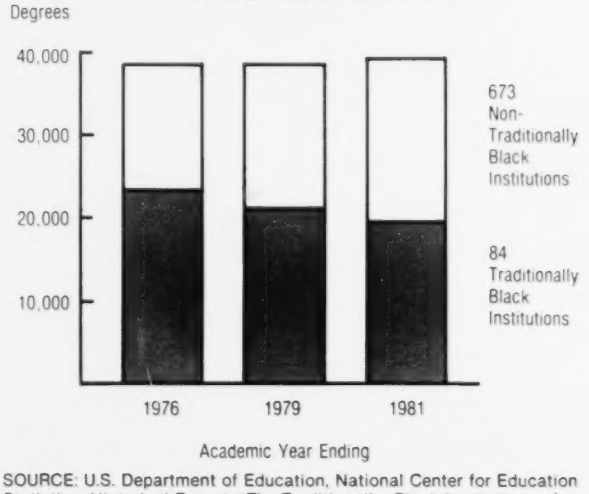
By fall 1982, over 70 percent of black students in the Adams states were attending predominantly white schools. However, the data illustrate the fact that access alone does not automatically lead to equality of educational experiences. Nettles' research concludes that "the majority of faculty members at predominantly white universities have made no special response to the dramatic increase in black undergraduate enrollment since the late 1960's in terms of their time allocation, manner of teaching, or curriculum, and most admit that they interact less with their black students than with their white students."[11] These qualitative differences in the educational experience of black and white students on white campuses (increasingly a focus of desegregation research) profoundly influence the differential attrition rates of these students and their successful completion of degrees (see Chart 2).

Chart 1
Black Full-Time Undergraduates Enrolled in TBI's and Non-TBI's in the TBI States: 1970 to 1982



SOURCE: U.S. Department of Education, National Center for Education Statistics, Historical Report, "The Traditionally Black Institutions of Higher Education: Their Development and Status, 1860 to 1982," (Washington, D.C., 1985).

Chart 2
Bachelor's Degrees Awarded to Blacks by TBI's and Non-TBI's in the TBI States: 1976 to 1981



SOURCE: U.S. Department of Education, National Center for Education Statistics, Historical Report, "The Traditionally Black Institutions of Higher Education: Their Development and Status, 1860 to 1982," (Washington, D.C., 1985).

Possessing few academic and physical plant resources, black institutions are the more remarkable for their accomplishments. Desegregation, although calling for the enhancement of these schools, has often resulted in annexation by, and merger with, predominantly white institutions.[12] A clarification of the mission of public black colleges in a desegregated setting is obviously necessary. Unfortunately, guidance from the federal government is not only confused but varies considerably, according to the philosophy of the administration in office.

Historically Black Colleges

The desegregation order legally affects only public institutions; thus a distinction must be made between public and private black colleges. There are, of course, similiarities: both groups of schools were established during postbellum efforts to provide education for freedmen. However, schools in the private sector, usually formed by church or philanthropic organizations, are mostly older and more similar to small, traditional, white liberal arts colleges. The public colleges were established following enactment of the second Morrill Act for land grant colleges in 1890. Most of them were essentially high schools and vocational schools for many years before achieving collegiate status and were severely underfunded throughout their existence. None had graduate schools until well into the 1960s; and only five have them at present.

Private black institutions have fewer nonblack students than do public institutions; whites represent less than 3 percent of the total. White faculty size is similar to that in the public institutions at nearly 35 percent.[13]

Both public and private historically black institutions are responsible for producing substantial numbers of those black students in the nation who receive degrees in technical and "nontraditional" fields: 50 percent of the degrees in engineering, mathematics, computer science, physical science, and biological science; and 38 percent of first-professional degrees. Moreover, the most popular majors of students at historically black schools now resemble those of students at all other collegiate institutions. Education, formerly first, is now third as a major of choice, preceded by business and social sciences. A most astonishing statistic is that 55 percent of blacks who received doctoral degrees between 1975 and 1980 had attained their baccalaureate degrees from black institutions (see Table 17).

Given their inordinately stellar contribution to black higher education, the future of historically black institutions ought to be secure. However, desegregation, among other factors, makes their fate uncertain. Before the 1960s, black colleges had few competitors for outstanding black students. Since Adams, the competition for top black students by white colleges (usually under court order to diversify their student bodies) is fierce, with scholarships and financial aid being used as inducements. Not only are black colleges decining in overall enrollment, but the intellectual range of their student bodies is narrowing. Public black institutions are also under mandate to attract white students; thus, their mission is now diffuse.

Desegregation in higher education will require major modifications in the academic and social environments of both black and white institutions. Because predominantly white universities enjoy substantially greater economic resources and considerably larger student bodies, the impetus for change and adjustment should be placed increasingly on them. The principal thrust of black institutions—with their historical identity weakened—should be toward general enhancement, clarity of mission, and, thus, survival.

Table 17
Black Doctorate Recipients (1975-1980) by Type of College of Baccalaureate Origin*

Type of College	N	Percent of Total	Recipients Listing as College of Origin	Percent of Total Recipients
Black College	87	12.08	3455	54.66
White College	633	87.92	2865	45.34
Total	720	100.0	6320	100.0

*Chi-square for expected versus observed recipients listing black colleges and white colleges as baccalaureate colleges of origin is significant at the .01 level of significance.

SOURCE: William F. Brazziel, "Baccalaureate College of Origin of Black Doctorate Recipients," The Journal of Negro Education, Vol. 52, No. 2, Spring, 1983, p. 105.

Barriers to Access

Successful minority participation in higher education is considerably conditioned by factors and circumstances that are influential both prior to, and during, the postsecondary educational experience. We will examine three factors that significantly impede minority access to, and successful progress in, the collegiate experience: dropping out, testing and admission standards, and financial aid.

Dropouts

As our previous status reports have documented, minority students drop out at every point in the educational pipeline to a greater degree than do their white counterparts. However, their high school dropout rates substantially reduce the size of the cohort eligible to go on to college. In 1980, white high school dropouts, as a percentage of the 18- to 24-year-old population, were less than 20 percent, compared with black dropouts of about 30 percent and Hispanic of over 40 percent.[14] Despite the increase in minority high school graduation rates over the previous decade, dropout rates were still inordinately high.

There is evidence that minority "students, on average, receive educational programs and offerings that differ in kind and content from those of white students. These differences in substance of education have grave implications for educational achievement, and later educational and career options."[15] If minority students thus receive an inferior education, it should not be surprising that their college dropout rates are so high—nearly half the cohort in the sophomore year of those who had applied to college are eliminated (see Table 18).

A detailed breakdown of dropout rates can reveal vital information. For example, the rate for poor whites, which is similar to that of minorities, reinforces the fact that dropping out of college is primarily a phenomenon of low

Table 18
1980 Seniors Who Are Enrolled in College Two Years Later vs. Students Not in College

Variable	Not in College	In College
Entire Sub-sample	36.6%	63.4%
% Female	38.0	62.0
Percent of Racial/Ethnic/SES Groups in Each Category		
Blacks	47.6%	52.4%
Hispanics	49.7	50.3
Low SES-Whites	48.4	51.6
High SES-Whites	25.7	74.3
Proportion of Hispanic Sub-groups in Each Category		
Mexicans	53.1%	46.9%
Cubans	25.1	74.9
Puerto Ricans	45.7	54.3
Other Latins	45.7	54.3
% Highest Quartile SES	21.1	78.9
% Highest Quartile Senior Year Achievement	19.5	80.5

TECHNICAL NOTE: This sample contains only those students who indicated they had applied to college while in high school. This is 7,395 students, or 62.1% of the total sample.

SOURCE: Valerie Lee, *Access to Higher Education: The Experience of Blacks, Hispanics and Low Socio-Economic Status White*, (Washington, D.C., American Council on Education, 1985) p. 33.

socioeconomic class status and poor elementary-secondary education rather than a function of race.[16] Hispanic dropout rates also exhibit this phenomenon. Both underline the necessity for having disaggregated data so that intelligent policy decisions can be made for those groups differing in level of need.

Tests and Admissions Standards

The impetus of the movement for "excellence" that has swept the country in recent years has caused a number of states to revise upward their exit criteria from high school and their admission criteria to state colleges and universities. As of mid-1985, 39 states require all students to pass minimum competency tests for basic skills; 20 states require students to pass a high school proficiency examination as a condition for graduation; and four states require students to pass a test for each grade promotion.[17] In addition to the increased stringency of high school exit criteria, a majority of states—nearly 30—have increased their admission standards to state colleges and universities. These admissions criteria usually take the form of increased high school curricular requirements or high SAT or ACT test scores, or both. The stiffer course requirements are most frequently in mathematics, followed by social science, English, and laboratory sciences.[18] Over one-third of state colleges surveyed indicated the probability of increased use of tests particularly for entry to technical fields and highly specialized courses.

Minorities typically perform less well on standardized tests than their white counterparts. As indicated in the

Table 19
Average SAT Scores by Ethnic or Racial Group

	Verbal									Mathematics								
	1976	1977	1978	1979	1980	1981	1982	1983	1984	1976	1977	1978	1979	1980	1981	1982	1983	1984
American Indian	388	390	387	386	390	391	388	388	390	420	421	419	421	426	425	424	425	427
Asian-American	414	405	401	396	396	397	398	395	398	518	514	510	511	509	513	513	514	519
Black	332	330	332	330	330	332	341	339	342	354	357	354	358	360	362	366	369	373
Mexican-American	371	370	370	370	372	373	377	375	376	410	408	402	410	413	415	416	417	420
Puerto Rican	364	355	349	345	350	353	360	358	358	401	397	388	388	394	398	403	403	405
White	451	448	446	444	442	442	444	443	445	493	489	485	483	482	483	483	484	487
Other	410	402	399	393	394	388	392	386	388	458	457	450	447	449	447	449	446	450
All	431	429	429	427	424	424	426	425	426	472	470	468	467	466	466	467	468	471

Median SAT Scores by Family Income, 1984

	Black students			White students			All students		
Family Income	Total	Verbal	Mathematics	Total	Verbal	Mathematics	Total	Verbal	Mathematics
Under $6,000	13.9%	293	324	2.0%	412	446	3.9%	344	390
$6,000–$11,999	23.1%	308	338	5.9%	415	448	8.6%	373	412
$12,000–$17,999	18.9%	325	351	9.4%	421	456	10.9%	398	438
$18,000–$23,999	15.0%	335	359	12.8%	425	464	13.1%	411	452
$24,000–$29,999	8.8%	349	375	13.2%	433	475	12.5%	424	468
$30,000–$39,999	9.7%	362	388	20.4%	440	485	18.7%	433	479
$40,000–$49,999	5.7%	375	398	13.9%	451	498	12.6%	446	493
$50,000 and over	4.9%	404	428	22.3%	464	517	19.7%	462	516
All		342	373		445	487		426	471

SOURCE: Lawrence Biemiller, "Black Students' Average Aptitude-Test Scores Up 7 Points in a Year," The Chronicle of Higher Education, January 16, 1985, p. 17.

previous section on dropouts, the academic quality of the inner-city secondary school experience is least likely to prepare minorities for stringent college requirements. Student performance on standardized tests is also closely correlated to family incomes (see Table 19). The figures reveal that 70 percent of black students with a combined median SAT score of 715 report family incomes below $24,000. Seventy percent of white students with a combined median score of 932 report family incomes of $24,000 or higher.[19] Given the inferior educational preparation of minorities in high school and their low socioeconomic status, it is expected that the new test and admission standards will have a disproportionately negative impact on black and Hispanic students. This could further seriously affect their participation rates in higher education unless substantial measures are taken to provide the compensatory and remedial education necessary to meet the increased standards. However, the trend both at the federal and most state levels is toward a reduction in funds for such programs.

Financial Aid

While the availability of federal financial aid is philosophically predicated on the basis of income and need, the irony of actual distribution of such aid is that, as the income level of minority students has worsened, federal aid has increasingly shifted to middle class white students. The dramatic rise of minority enrollment in higher education that characterized the 1960s and 1970s was undoubtedly a result not only of the civil rights laws and desegregation but also the increasing number of various forms of federal grants. In the present decade, the declining college participation of minorities is attributable to reduced social commitment to affirmative action, to the various access barriers discussed above, and to a reduced supply of federal grants.

The income disparity between minorities and whites grew between 1980 and 1983 as high unemployment remained relatively constant for minorities. The highest one-fifth of households (incomes above $30,000) received 42 percent of all after-tax income in 1983, compared with 40.6 percent in 1980, according to the Census Bureau. The lowest fifth of households received 4.7 percent of all income in 1983, compared with 4.9 percent in 1980.[20] The cost of a college education increased by 11.8 percent between 1978 and 1983. Thus, as minority families became poorer, they were less able to afford the higher price of attending college.

The educational philosophy of the Reagan administration has been opposed to granting federal aid; the government has urged a shift to "self-help"—defined as work-study and loans—as the preferred form of student financing. Despite Congress' rejection of the most stringent of the administration's recommended cuts, the net effect on legislated student aid budgets has been an actual reduction by 19 percent in constant available dollars between 1980 and 1984.[21] With their traditionally diminished economic capacity, minorities have been reluctant to resort to loans for education. Table 20 clearly illustrates the fact that there is a drop, by both dependent and independent minority students, in the use of grants, but no commensurate rise in the employment of loans. Nonminority students showed no such decline and, indeed, grant and loan utilization increased for independent white students between 1981 and 1984. Table 21 further details the effect of administration policy on distribution of the various aid components over the past five years. In 1980, grants represented nearly 56 percent of all obtainable aid. By 1985, loans were expected to be 52 percent of distributed dollars.

For minority graduate students, who are forced to rely increasingly on loans, the financial assistance picture has been equally bleak. A greater supply of fellowships and teaching assistantships would naturally reduce the financial burden on minority graduate students. However, studies indicate that, despite the students' needs,

Table 20
Percent Distribution of AID-1 and AID-2 Recipients by Minority Status

	Minority	Nonminority
1981–82 (N = 1.9 million)		
Dependent		
AID-1	19.0	35.3
AID-2	.7	10.1
Independent		
AID-1	11.8	19.4
AID-2	.5	3.2
Total	32.0	68.0
1983–84 (N = 1.9 million)		
Dependent		
AID-1	16.3	34.2
AID-2	.6	8.4
Independent		
AID-1	11.4	24.7
AID-2	.5	3.9
Total	28.8	71.2

NOTE: AID-1 refers to grants, AID-2 to loans.

SOURCE: Jacob O. Stampen, *Student Aid and Public Higher Education: Recent Changes*, The American Council on Education, The American Association of Community and Junior Colleges, The American Association of State Colleges and Universities, The National Association of State Universities and Land Grant Colleges, (Washington, D.C., 1985) p. 40.

Table 21
Grants, Loans and Work as a Percentage of Total Aid

	Academic Year				
	1980–81	1981–82	Estimated 1982–83	Estimated 1983–84	Estimated 1984–85
Grants	55.5	52.3	51.4	46.8	44.6
Loans	40.7	44.2	44.8	49.2	51.7
Work	3.9	3.5	3.8	4.0	3.7
Total Aid	100.0	100.0	100.0	100.0	100.0

SOURCE: The College Board, *Trends in Student Aid: 1980 to 1984*, (New York City, 1984), p. 7.

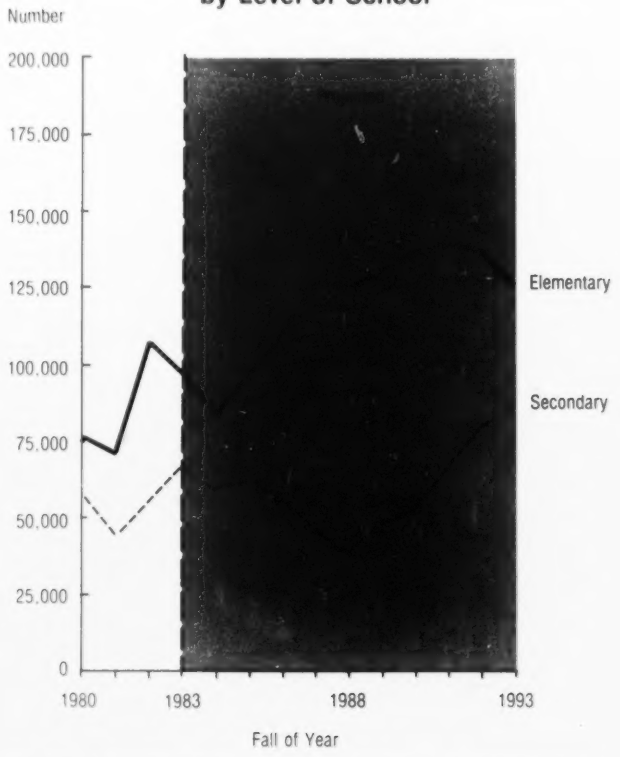
minority doctoral candidates receive a miniscule portion of such awards. For example, of the 23,399 teaching and research assistantships awarded in 1978, blacks received 399, or 1.7 percent. The other domestic minorities collectively received another 4 percent; however, foreign students, with 4,739 awards, received four times as many assistantships as all domestic minorities combined.[22]

Shortage of Minority Teachers

Teaching has traditionally been both a profession of choice and necessity for minorities: choice because many students were committed to uplifting their once profoundly undereducated population group, and necessity because access to other professions was historically limited by discrimination and restricted admissions. With the advent of the civil rights era and affirmative action, literally thousands of minorities and women opted for other areas of professional training. Once attracting many of the brightest minds, teacher education now draws many students who perform at the lowest levels on standardized tests (Tables 22 and 23). This fact, combined with the anticipated increased demand for elementary and secondary teachers through the 1990s, portends a crisis of considerable proportions (see Chart 3). The problem is further exacerbated when, in line with the much-touted public demand for "excellence," more stringent requirements for teacher certification are enacted. To date, 42 states have either introduced a state certification test for teachers or are formally considering one.[23] Although achieving adequate test scores can demonstrate possession of minimal skills, it is possible that "the competencies they measure have little to do with excellence in teaching."[24]

Nationally, interest in teaching has declined among all college students. Part of the decline can be attributed to a surplus of teachers in the 1960s, which drove many prospective students into other fields. Now, with both

Chart 3
Estimated Demand for Additional Teachers, by Level of School



The demand for additional elementary school teachers is expected to increase from 1985 into the early 1990's, while the demand for additional secondary school teachers is not expected to increase until the early 1990's.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Fall Enrollment in Colleges and Universities*, (Washington, D.C., 1982)

Table 22
Intended Area of Study and Mean SAT Math Scores

Intended area of study	Mean SAT math score
Mathematics	578
Physical sciences	564
Engineering	543
Biological sciences	513
English/literature	494
Foreign languages	487
Computer Sciences	483
Philosophy & religion	482
History & cultures	480
Social sciences	478
Health & medical	471
Psychology	453
Business & commerce	449
Communications	447
Undecided	442
Education	425
Art	421
Trade & vocational	383

SOURCE: College-Bound Seniors, 1984, *College Entrance Examination Board*

Table 23
Intended Area of Study and Mean SAT Verbal Scores

Intended area of study	Mean SAT verbal score
English/literature	520
Physical sciences	501
History & culture	494
Foreign languages	483
Biological sciences	476
Philosophy & religion	467
Social sciences	461
Mathematics	457
Engineering	453
Communications	446
Psychology	436
Health & medical	428
Computer science	411
Art	407
Business & commerce	403
Education	398
Trade & vocational	346

SOURCE: College-Bound Seniors, 1984, *College Entrance Examination Board*

anticipated increased demand and the aging and retirement of a substantial cohort of current teachers, the task of replacement while meeting the call for more stringent qualifications is a formidable one. Another negative element is the diminishing satisfaction with their jobs expressed by the majority of current teachers.[25]

Minority students, as has been shown, do less well on standardized tests—minority teacher candidates do even more poorly. The pass rates on certification tests are so low at some schools of education at the historically black colleges that they threaten their continued accreditation. A few institutions, however, have made substantial curricular and instructional changes that have resulted in dramatic increases in the rates of state tests passed. These institutions are too few at present to determine whether or not a significant trend toward reversal of failure rates is impending.

For a variety of reasons, black teachers are leaving the classrooms, particularly in southern states. A study of twelve key states from 1980 to 1984 revealed that, while over 4,000 new teachers entered their schools, the black teacher population declined by 2,514.[26]

Black and Hispanic children have historically looked to minority teachers as role models who were often catalysts for further interest in education and career. Since fewer minorities are entering teaching and many of those who do enter are facing stricter requirements, considerable counseling, compensatory education, and recruitment of students with high potential will be necessary to maintain a significant presence of minority teachers in classrooms that will be increasingly populated with minority students.

Conclusions

Minorities shared in the growth in higher education enrollments and degrees conferred between 1970 and 1983. It is clear that they are also sharing in the current trend toward retrenchment. However, while whites can absorb the effects of retrenchment without serious detriment to their community, the same is not true for minorities. They continue to be seriously underrepresented in postsecondary schools at the same time that their group as a whole continues to grow in number and proportion.

The higher education community must continue to address the issues of losses in participation at all levels for blacks; the segregation of Hispanics; the retention and graduation of minority students, both undergraduate and graduate; and the lack of growth for minorities in faculty and staff ranks. Higher education must concern itself with the inordinately high secondary education dropout rates for minority students. In that regard, it must also concern itself with the issue of teacher testing, with its potential for decimating the numbers of minority teachers and thereby reducing the number of role models so necessary for minority students.

Contrary to the claims of many, the problem of access for minority students has not yet been solved. The commitment of those in power—at all levels—is necessary to ensure progress. Allowing declines in minority participation to continue unchecked will return society to an elitist system of a highly educated upper and middle class, mostly white, and a seriously undereducated working and poor class, mostly nonwhite—in other words, educational and, consequently, economic apartheid.

A phenomenon that has been clearly identified in this report and in all available data is of the unparalleled achievement of Asians and Pacific Americans. They appear overrepresented at almost every level of higher education, from students to faculty, although they are still slightly underrepresented in administration. The education community, particularly minority educators, needs to study this phenomenon. Many questions suggest themselves for possible research. For example, are the disproportionate achievements the results of a culture that stresses discipline and family honor? Is there a culturally determined cognitive style that thrives in the culture of United States schools? Is there a socioeconomic dimension to the question? Do all Asian ethnic groups and class levels fare equally well? Why are they concentrated in the sciences and mathematics and remain underrepresented in the humanities and liberal arts? Do the majority culture and the government treat Asians differently from other minority groups?

Minority groups cannot afford not to seek answers to these and other questions.

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